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ABSTRACT

The Office of Learning Resources at the State University of New York at Oswego was created to increase the effectiveness and the efficiency of teaching and learning by providing a wide variety of options to traditional classroom activities. The office encourages the development of teaching styles that best meet the needs of individual students by furnishing instructional development, media, production, and broadcasting services. For each course, problems are identified, curriculum designed, cost analyzed, and outcomes assessed. As a supplement to an orientation presentation for the resource center, this book provides a schematic description of the services that the center provides, describes the center's learning facilities, and lists the media presentations that have been developed to orient new users of the resource center. (EMH)

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INSTRUCTIONAL DEVELOPMENT IN PERSPECTIVE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Learning Resources Center
State University of New York
College of Arts and Science at
Oswego, New York 13126

J. R. Pfund, Director

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PREFACE

This booklet contains information that has been developed to supplement an orientation presentation describing the Instructional Development and Learning Resources Service Programs at the State University College at Oswego, New York.

Additional information regarding specific functions and services can be obtained by contacting the Director of Learning Resources, State University College at Oswego, New York 13126.

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OFFICE OF LEARNING RESOURCES

I. STATEMENT OF PURPOSE

The Office of Learning Resources is charged with promoting the increased effectiveness and efficiency of teaching and learning. It is to provide a variety of options to support traditional classroom activities and to encourage the use of alternate learning modes that are most appropriate to help accomplish the goals of all academic programs and other designated institutional obligations. This office also directs liaison activities between the faculty and the Learning Resources agencies and among agencies themselves.

The general areas for which support is provided include:

A. Educational Services

1. Classroom Instruction
2. Self Study
3. Life-Long Learning
4. Third Curriculum
   (cultural & informational programs)
5. Campus Organizations
6. Conferences
7. Community

B. Campus Services

1. Convocations
2. Graduation
3. Sports

II. AVAILABLE SERVICES

The Office of Learning Resources has organized and staffed several service sections to provide planning, production, operational and follow-up services to support instructional development and the other educational and campus activities listed.

A. The INSTRUCTIONAL DEVELOPMENT function assists departments and individual faculty with design and selection of options that will increase the effectiveness and efficiency of the teaching-learning process. These include:

1. Curriculum planning
2. Instructional option identification
3. Equipment and materials selection
4. Cost estimates
5. Faculty work shops
6. Program planning
7. Evaluation procedures

8. Program revision

B. The CAMPUS MEDIA SERVICES function provides the media programming and support services required by the teaching faculty. These include:

1. Large group media systems
2. Standard classroom media
3. Self-study facilities and programming
4. Media library services
5. Maintenance and delivery services
6. Materials and equipment purchase service

C. The PRODUCTION & BROADCASTING SERVICES function provides materials not normally available through commercial sources. These services include:

1. Original graphics
2. Transparency production
3. Original photography (slides, prints. etc.)
4. Photographic copy services
5. Audio tape programming, editing and duplicating
6. Television
    a. Campus cable program distribution system
    b. Instructional television production
    c. In room magnification systems
    d. Delayed broadcasts
    e. Campus video announce system
7. Radio
    a. 7 day week 52 week broadcast service
    b. Campus, community, news, music and special feature programming
    c. State and national news service
    d. Instructional programming

INSTRUCTIONAL DEVELOPMENT

I. A DEFINITION:

Instructional development is a systematic, continuous process that will assist educators in developing the most effective and efficient learning experiences for students. During the process, the widest variety of teaching-learning options possible are identified, with selections made based upon the expected learning outcomes.

II. BASIC ASSUMPTIONS:

Basic assumptions upon which the instructional development process can be based will include:

A. Curricula should be designed to create and use freedom, incorporating elements that foster the ability of each person to accentuate his own unique potential.

B. Curricula should be based upon the future needs of those being educated.

C. Curricula should be structured to accept students "where they are" and should provide whatever options necessary to take them "where they believe they should be."

D. Each learning situation should create a state of **intellectual turmoil** that will stimulate further self-development. It must also assist the student in becoming conscious of and responsible to himself to prevent innovation leading to restrictions.

E. Formal education should provide a balance and blend among the teaching-learning modules available to the student. Since not all students may be ready for the same learning experiences at the same time, the curriculum should be "packaged" in small units (modules) that will fit together in a variety of ways (sequences) so that each student can organize his work to best suit his individual needs.

F. A new and delicate balance among large group, seminar and self-study experiences, well-endowed with appropriate support services, should be coupled with new and varied content options.

G. It should be recognized that all media will not serve all disciplines equally well. Therefore, the application of educational media must be based upon teaching-learning effectiveness and each medium should be applied only to those phases of each learning situation for which it is best suited.

H. Curricula should be structured to permit and even encourage the student to work beyond the "system" itself; those being educated should feel encouraged to surpass those providing the education.

I. Instructional personnel should no longer be considered the sole or even the primary source of information or the presentor of that information. Faculty should become developers and managers of the educational process and of materials that make up a meaningful educational experience for each individual.

J. Opportunities should be provided for faculty, students and administrators to become familiar with innovative processes and procedures.

SOME THOUGHTS ON IMPLEMENTATION

I. OVERVIEW

The cost of instructional development can vary considerably from one discipline to another and many times among areas within a single discipline. Although cost may be a determining factor for immediate and full implementation, it should not be permitted to deter innovation planning. In fact, it is often best to plan to phase a new program into operation. This will serve several purposes, including:

A. Reducing the amount of initial financial burden.

B. Providing time for evaluation and restructuring.

C. Encouraging a smoother articulation with other phases of the academic program.

D. Providing time for faculty and student orientation.

E. Increasing the efficiency of the instructional materials production process.

II. LOGISTICS

Where do I begin? This is probably the most difficult question one has to answer about working in Instructional Development. Generally, acknowledging the existence of a problem is the first step, and information necessary to begin implementing the Instructional Development process will then include:

A. knowing your expected outcomes
B. knowing your target audience
C. using the most appropriate "modes"
D. planning for evaluation and revision

When this type of data is available, Learning Resources personnel can begin to provide information regarding various teaching-learning options that will help meet the expected student outcomes.

Contact the Director of Learning Resources or one of the Associate Directors if there are questions about how to proceed with Instructional Development in your discipline.

III. SERVICES

Figure 1, in conjunction with the listings on page 3 and 4 has been designed to help identify the services required to plan and implement instructional development programs. Figure 11, will help you identify specific individuals with whom you may be working.

FIGURE I

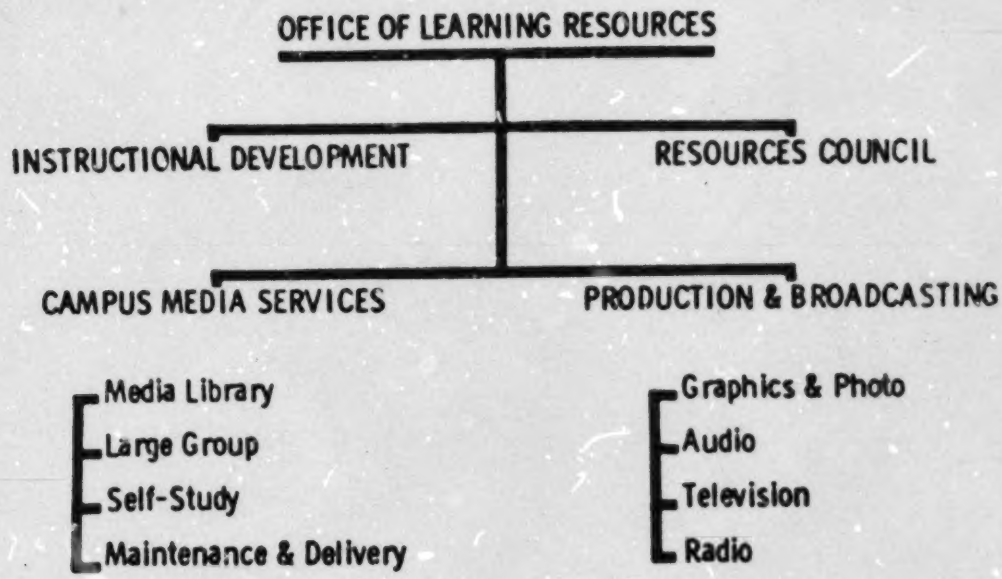
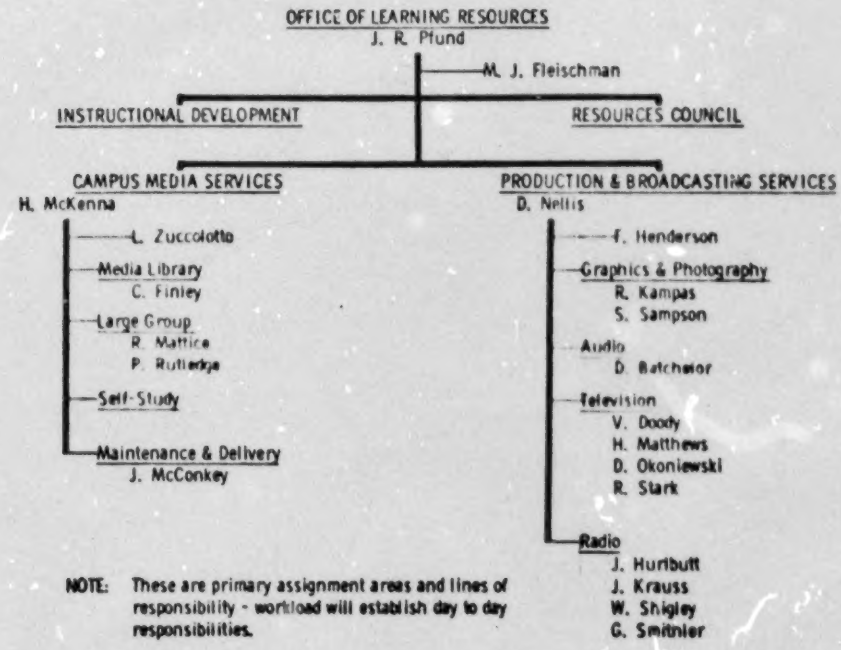


FIGURE II



NOTE: These are primary assignment areas and lines of responsibility - workload will establish day to day responsibilities.

IV. INSTRUCTIONAL DEVELOPMENT OUTCOMES

The application of Instructional Development procedures may result in any one of a number of routine or non-routine teaching-learning arrangements. Based upon the stated purposes of the Office of Learning Resources and the stated basic assumptions of Instructional Development, the resulting benefits should include:

A. Increased learning
B. More efficient use of time, staff and facilities
C. Increased curriculum flexibility - - courses designed to better meet the needs of a larger number of individuals.
D. More opportunities for faculty and students to work together.
E. Improved student attitudes toward teaching and learning.
F. Greater variety of opportunities for students to learn.
G. Continuous revision and updating of instructional programs and materials.
H. A better balance among various modes of teaching and learning.

THE PROCESS
(A Guide)

The following topics should be considered during the instructional development process. This list is not exhaustive, but does provide guidelines for those involved in Instructional Development work.

I. BACKGROUND

A. Survey Known Problems:

B. Identify and Evaluate Existing Solutions:

1. Small Discussion Classes
2. Mass Lecture Approach
3. Lecture - Discussion
4. Laboratory Approach
5. Other

C. Define the Most Appropriate Model:

1. Dual Course Development
2. Large Group Session Format
3. Self-study and Diversified Interests
4. Interdisciplinary
5. External Degree Work
6. Media Centered
7. Internships
8. Other

II. CURRICULUM OR COURSE DESIGN

A. The Educational Objectives

New structures and materials must have a sound base upon which to judge their effectiveness. Educational objectives specifying required outcomes of the development process should be expressed in terms of learner performance. Such objectives are usually stated in measurable terms, and often include the constraints and limitations existing under operating conditions. Some criterion measures stipulating acceptable standards of performance are usually included to establish levels of learner proficiency.

B. The Logistical Objectives:

Logistical objectives specify desirable outcomes of the development process in terms of cost, space, time and utilization of facilities, personnel and materials.

C. The Description of the Process:

1. Curricular
    a. The Instructional Context
    b. The Intended Audience
    c. The Basic Learning Model or Strategy
    d. The Model for Educational Communications Utilization.
    e. The Material to be Developed
    f. The Anticipated Benefits that will result from institutionalization of the curriculum or course (cost, quality and flexibility of instruction; realization of performance standards; generalizability; etc.)

2. Proposed Staff:
    a. Direct Instructional
    b. Instructional Assistants
    c. Development
    d. Operational
    e. Auxiliary

3. Facilities Required:
    a. Large Group
    b. Standard
    c. Laboratory
    d. Library
    e. Television
    f. Self-study
    g. Radio
    h. Computer
    i. Production
    j. Other

4. Statement of Procedures:
    a. The Initial and Terminal Dates of Development–
    b. The Sequence of Events (with projected dates)
    c. The Activities (Explaining deployment of resources)
    d. The Plan for Operational Continuance

5. Field Test Plan:
    a. Evaluation Procedure
        1. For Substantive Content
        2. For Effectiveness
    c. The Test Population

III. COST ANALYSIS

One of the major questions generally asked is, **How much?** Development costs should be amortized over a five year period with a five to eight percent "revision" cost added to keep the materials up-to-date. These costs should include the following for each segment of work:

a. Regular Personnel
b. Part-time Personnel

c. Supplies
d. Equipment (new)
e. Facility and Equipment Time (existing)
f. Estimated Cost Per Student Class Hour (over 5 years)

IV. RESULTS:

A statement indicating the degree to which the development process final outcomes are consistent with the original perceptions and intentions of the project. This elaboration should occur in the areas of:

a. Organization
b. Planning
c. Design
d. Development
e. Testing (if conclusive results from operational evaluation are available)
f. Cost Effectiveness – estimated cost per student class hour – this must include both development and yearly operating expenditures.

FACILITIES

I. LEARNING RESOURCES CENTER

The Learning Resources Center has been established to provide the faculty and students with certain unique learning environments and support services that are not available in most other campus facilities. The upper level of this building (see figure III) houses seven large communication halls ranging in student seating capacity from 98 to 464. Each of these teaching-learning spaces is equipped with instructor-controlled multi-media rear screen projection, audio and video tape playback and room lighting controls. (Figure IV)

These rooms have been designed to help put the instructor in "command" of the teaching-learning process by being able to control the number and amount of stimuli available to the student. Since there is no single recipe for teaching and since the media do not serve all disciplines equally well, these facilities afford the instructor the opportunity to create the most appropriate blend of informational delivery systems for the specific objectives to be accomplished.

The room seating 464 persons is equipped with three instructor-controlled rear projection screens to provide a variety of combinations such as: three simultaneous slides; two slides and a motion picture; slides, television and motion picture. One slide projector is the "random access" type that can project any one of 80 slides by simple push-button designation. All other projection equipment is linear in nature. More common media modes such as overhead projection are also available.

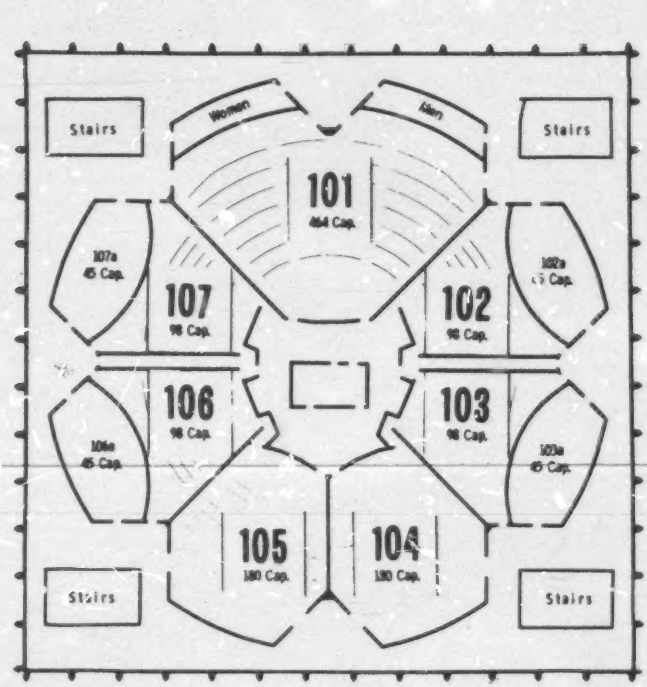
The 180-seat rooms have all of the capabilities of the 464-seat facility except that the rear projection screens can all be devoted to slides and motion picture with the dimension of television added through permanently mounted wall receivers. Although not yet installed, these rooms have conduit that will accept a total individualized student response system. The 98-seat rooms can provide basically the same instructional options as the larger rooms except that rear screen projection is limited to two screens. This will permit the use of two simultaneous slides or one slide and motion picture. Television is provided via permanently mounted wall receivers.

There are also four rooms seating forty-five persons that are equipped with standard classroom media capabilities and television viewing. They are used for more standard classroom instruction and for discussion sections from courses using large group instruction.

The lower level of the Learning Resources Center (Figure V) provides the latest teaching materials and equipment to facilitate classroom instruction at all levels. These include extensive production work in photography, graphics, tape recording and other materials.

The circulating media library provides films, filmstrips, slides, recordings and pictures for faculty, students and student teachers.

FIGURE III



Second Level Directory

101	Communications Hall	102 - A	Classroom
102	Communications Hall	103 - A	Classroom
103	Communications Hall	106 - A	Classroom
104	Communications Hall	107 - A	Classroom
105	Communications Hall		
106	Communications Hall		
107	Communications Hall		

FIGURE IV

Also located on the plaza level are two fully equipped television studios and the college FM radio station.

II. OTHER LARGE GROUP FACILITIES

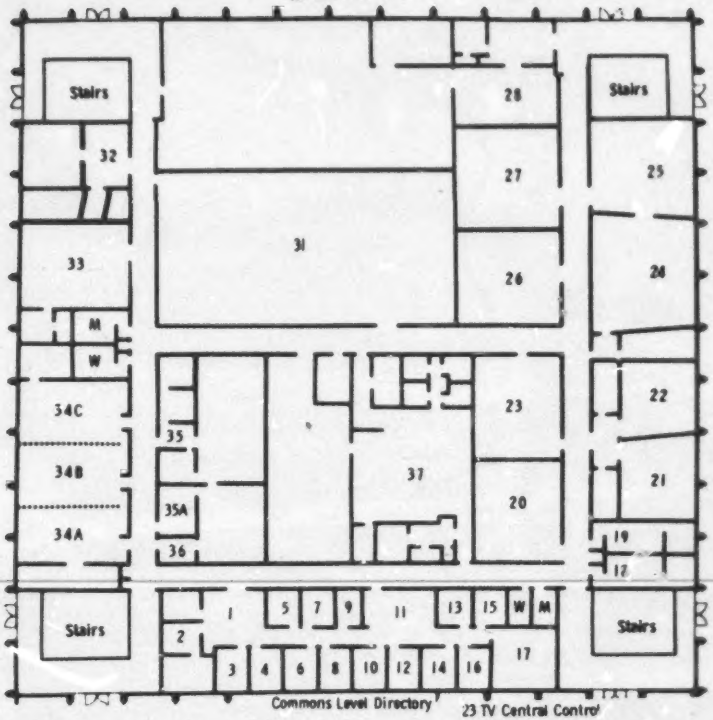
Large group multimedia facilities similar to those described for the Learning Resources Center are also available in Snygg Hall. These consist of one three-screen room seating 240 and one two-screen room seating 120 students.

Large group facilities with standard front screen equipment are located in Piez Hall, Sheldon Hall and Park Hall. These vary in student capacity from 200 to 500, and are more suited for standard large-group lecture techniques than for multi-media presentations.

III. SELF STUDY FACILITIES

Penfield – – The mediated library services room located in Penfield Library has been established for general college use and will provide you with several options. The microform formats available include: microfilm, microfiche and ultra microfiche. Three different sizes of multimedia carrels (Figure VI) in this facility provide the instructor and students with several presentation-option combinations: Audio presentations, audio tape slide combinations incorporating up to three simultaneous slides, and, standard silent film loops. A variety of combinations can be set up to meet special programming needs.

FIGURE V



Commons Level Directory

1 Reception: L R C
2 Director, Learning Resources
3 Instructional Development
4 Office
5 Office
6 Office
7 Office
8 Office
9 Office
10 Office
11 Reception:
Educational Communications
Broadcast and Production Services
12 Office
13 Office
14 Office
15 Office
16 Office
17 Conference Room
18 WRVO News Room
19 WRVO Record Library
20 Radio and TV Maintenance
21 WRVO FM Control Room
22 Production Studio
23 TV Central Control
24 Television Studio
25 Television Prop Storage
26 Materials Production 2
27 Campus Maint. Storage
28 Receiving
30 Mechanical Space
31 Central Storage
32 Audio Services
33 Media Maintenance
34 Classroom
35 Media Library
35a Office
36 Office
37 Materials Production 1

Also available are sound film loop projectors and special equipment for synchronized slide-tape presentations and listening areas for standard disc recordings.

Television carrels are available in this area, several of which are set up to receive the three major American networks, Kingston, Ontario, educational television from Syracuse, and all campus originated programming. Other carrels have been equipped with video cassette play-back units to provide the students with individual access to instructional modules from a variety of disciplines that have been recorded on video tape.

FIGURE VI

Piez Hall – – A Science Learning Center has been established in Room B-18, Piez Hall. (Figure VII) It was designed to serve self-study science work that requires specialized apparatus and exhibits. This facility is equipped with twenty audio-tutorial carrels, laboratory work areas, and multi-media carrels for specialized programs.

IV. OTHER SELF–STUDY AREAS:

Ninety-eight language laboratory stations located in Sheldon Hall are used for college courses in modern foreign language instruction. The Campus School has a separate language laboratory for its students, and multi-media self-study carrels are available in the Campus School library for use by other disciplines.

Self-study opportunities are also available through the Music Department Listening Center, and specialized areas are being established for specific departments to provide certain unique learning opportunities.

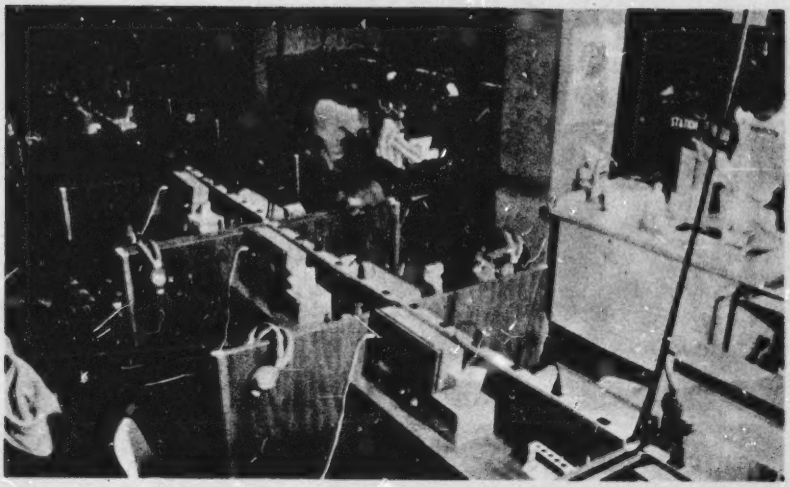


FIGURE VII

ADDITIONAL INFORMATION

The following materials were prepared to answer specific questions related to Instructional Development and Learning Resources Services at Oswego. The production and presentation of these programs are also illustrative of the presentation modes available to Oswego Faculty and Staff.

I. LEARNING RESOURCES AT OSWEGO

An eight-minute synchronized slide-tape presentation that briefly describes instructional development services, and shows the variety of media facilities available for curriculum, course and instructor unit work.

II. INSTRUCTIONAL DEVELOPMENT IN PERSPECTIVE

A booklet describing the Instructional Development process. It includes a list of Learning Resources services, basic assumptions for planning and a guide for structuring a program.

III. INSTRUCTIONAL OPTIONS

A ten-minute, 16mm color film depicting several teaching-learning options. Television, Large-Group, Radio and Classroom Media are shown at work in the instructional process.

IV. A CASE STUDY

A synchronized slide-tape presentation that outlines a longitudial case study of a professor who applied the Instructional Development process to the restructuring of a course. Procedures for planning, producing and using a large number of instructional options are shown.

V. CAMPUS MEDIA LIBRARY

A synchronized slide-tape presentation outlining the basic services of the Campus Media Library available to both students and faculty.

VI. LARGE–GROUP INSTRUCTION

A synchronized slide-tape presentation describing the basic services available to faculty utilizing the campus large group instructional areas.

VII. SELF–STUDY

A two part synchronized slide-tape presentation. Part I outlines the concepts and advantages that can be derived from the application of the self-study concept. Part II shows the variety of general and special facilities available for this type of instruction on the Oswego Campus.

VIII. THE ANATOMY OF A TV SHOW

A videotape dramatizing the step by step planning, production and evaluation of an instructional television module.

IX. WRVO – PUBLIC RADIO

A synchronized slide-tape presentation describing the facilities and human resources available for the development of instructional radio programs.

X. GRAPHICS AND PHOTOGRAPHIC SERVICES

A synchronized slide-tape presentation describing the graphic and photographic services available to the faculty and staff.